

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
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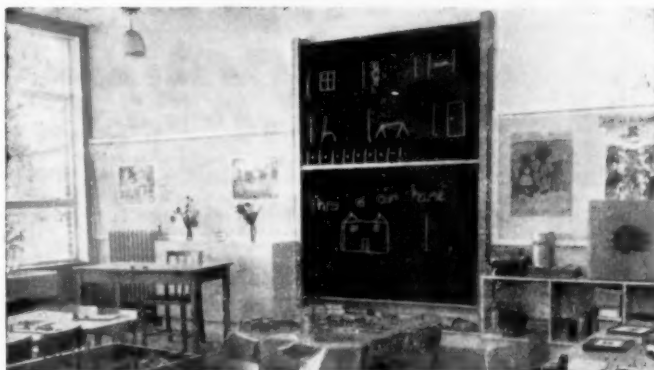
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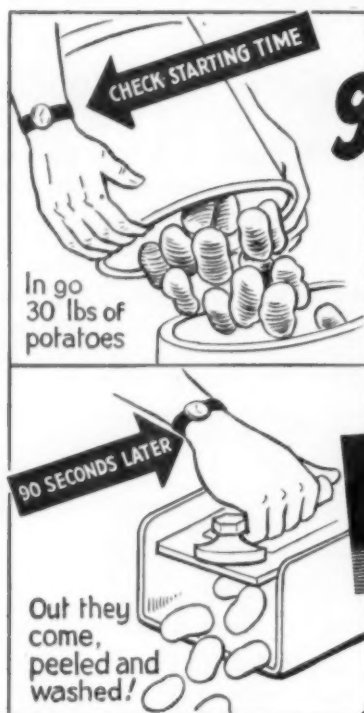
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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MARCH, 1957

## Technical Education

By LORD HAILSHAM, Minister of Education.

Speaking to the Southern Regional Advisory Council for Further Education at Reading last month, Lord Hailsham said he had been connected with technical education on and off since he was eighteen months old when his official connection with the Regent Street Polytechnic began.

"Some years ago" said the Minister, "technical and technological education may have been something of a Cinderella. It was not quite nice to be studying science. It was almost eccentric to have a bent for mathematics. To be able to use one's hands on a lathe was to put oneself in the mechanic class—in those days a description of the inhabitants of the infernal regions.

"I think we may all agree that those days are past. I do not think that anyone any longer doubts that we need more scientists and engineers. Indeed, as you know, the Advisory Committee on Scientific Policy even put a figure on their need. Instead of 10,000 a year we are told the output must be stepped up to 17,000 a year in ten years and 20,000 as soon as possible. My private opinion is that these figures, impressive as they are, may represent a maximum potential increase, but as a requirement are on the modest side. However that may be you will probably rejoice, as I do, that the Government accepted them, and I shall certainly not complain if you go on telling the public that they are still moving too slowly.

### The Surface only just Scratched.

"For after all technological advance is the underlying factor which dominates all the other movements in the modern world. I may be forgiven for saying that we have only just scratched the surface—even in this country. We tended to look on ourselves as a technologically developed country in 1851. To-day in 1957 let us candidly admit that we are only just beginning dimly to apprehend the lengths to which technical development can go. Elsewhere, where the plough barely scratches the surface of the soil without a mould board, where transport is by pack mule, and irrigation, where it exists at all, by donkey wheel, as in the days of Apuleius. There technical development is only just beginning. But as it begins it will develop with a momentum even more powerful than it has shown here. Who would have thought, only thirty years ago, that Russia would now be an industrial giant, already in a position to

draw undeveloped countries into her political and economic orbit.

"By the like token it is all the more important that we should not fall behind. We have not fallen behind yet. The Viscount and the Britannia—even the Comet, which deserved so much better luck than it had, and Calder Hall, and many other technical achievements show that we have neither lost our inventiveness nor our craftsmanship.

### Further Education for the Multitude.

"But we must get out of our system the belief that the higher education is the good life for the few, while the most the many can attain to is a bare literacy coupled, at the most, with a narrow vocational training. Further Education is a must for the multitude, and while I am Minister by far the most important task which I shall set myself—and there will be some really challenging tasks besides this—will be a drive to push up the numbers of those receiving formal education of all kinds after the ages of fifteen and sixteen, both at school, and after school.

"This is a perspective already clearly seen by our rivals. It is the one vision which has not been denied to international communism, and an essential feature of the vision is not merely the necessity for training technologists, but the still more pressing priority of training the trainers of technologists.

"We know that the universities will be matching their future plans to the need for more scientists and technologists, and we will welcome their advice and co-operation in the work of the technical colleges. It is of these technical colleges that I wish to say a few words. I almost said, the technical college system. But is it a system or a jungle? Whichever it is, it is not yet capable of bearing the pressure to which it will be subjected if it is to do the job we want.

"The suggestion I am going to make is that we need to rationalise our resources and then develop them. When I look at the extraordinary variety of local courses each with its proud tradition of local self-sufficiency I am struck with admiration that something so typically British should still be serving us so well in the second half of the twentieth century.

"Look at it primarily as an equation in teachers. The White Paper envisaged an increase in a year's

output of advanced students to fifteen thousand. This means an increase of 5,500 from the existing figure of 9,500—perhaps 20,000 in training of whom 14,000 will be enjoying the ham of their sandwich courses at any one moment. This means about 2,000 more teachers capable of taking advanced technological work. You will remember the total output of graduate technologists in any one year is only 2,300.

"The moral I draw from this is that if we are to hit the target we have to make the best possible use of these highly qualified people. This means some rationalisation. By this I do not mean cutting back existing courses and concentrating all advanced work in a few centres. That would not give us the expansion we need, and in any case part-time advanced courses must be provided within reasonable travelling time of home and work. There must be a good spread of Higher National Certificate courses over the country, and for a considerable part of the expansion of advanced work we shall be relying on these courses in the 150 or so area colleges. But at present many of these courses have very small numbers of students, our first objective, therefore, it seems to me, should be to strengthen these courses.

"When it comes to advanced full-time or sandwich courses which are after all of university or near university standard, we shall have to expect the students to go to the teachers rather than vice versa. That is why we take the view that the bulk of these courses should be concentrated in colleges of advanced technology and regional colleges.

"This brings me to Circular 305. Only the colleges of advanced technology have been designated by the Minister. I do not intend to pick out in advance the

regional, area and local colleges. Nevertheless, they must find their places within an ordered structure, and this structure must be devised at regional level: To achieve this the White Paper contains no hint of compulsion. We have left control in the hands of the local education authorities. But these cannot without co-ordination and consultation effect the necessary regional pattern. This consultation takes place through the Regional Advisory Councils.

"Your work is therefore of supreme importance to the scheme. Your status is advisory; but I do not want there to be any mistake. You may be purely advisory, but if, which I am sure will not be the case, local authorities fail to make use of the voluntary machinery, I feel quite certain that some successor of mine will be compelled by public opinion to give consideration to less gentle types of machinery.

"I am afraid that the co-ordination of the courses will cause a good deal of heart searching at first among the principals and governing bodies of colleges. I can assure you that having been on the governing body of a technical college for twenty years or so I am not likely to be lacking in sympathy for their feelings. So I offer these words of comfort. In the first place, I do not expect the structure, once determined, to be absolutely static. There will always be room for colleges to move from one category to another; it is only the completely unco-ordinated competition which has to go. Our teaching resources will not permit a free-for-all with every college taking the view that it is better to start up a new course itself than to re-direct local students to another course which is more appropriately established in some other college. I am glad to be able to give you the news that one of your major colleges is about to move into the regional category. I have just agreed in principle to give the Portsmouth College of Technology 75 per cent. grant. But in the second place, do remember that it is the greatest possible mistake to suppose that only advanced work counts. Work at the lower levels is just as important, and if of proper standards should command as much respect.

#### Common Market for Students.

"The co-ordination of courses when it comes involves a corollary. There must be a free trade area—or a common market for students. That is, there must be the greatest possible measure of freedom for students to attend courses in areas of authorities other than their own. The local authority associations have already accepted my principle, and I am already taking steps which will be known to you to encourage local authorities to follow this lead. What I am asking them to do is, first, to agree to give automatic consent to "out-county" attendance of any student whom a college of advanced technology wishes to admit to an advanced course. Secondly, to send to me and to the Regional Advisory Council a detailed list of any courses at any college for which they feel they have a special reason for not agreeing to give automatic consent. And thirdly, to undertake to give automatic consent for any course of further education which is not on that list.

"It is most important, if we are to convince industry that we mean business, that the list of these exceptions should be kept short. I hope authorities will be encouraged to help me over this by two items of news which I can give you and which bear on this whole



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problem. The first is that the Working Party on the procedure for approval of courses has just produced a unanimous report which I propose to approve. The new procedure which they recommend will be a big improvement on the present rather cumbersome arrangements. It should make it much easier for the Regional Advisory Councils to do their job quickly and effectively and it will, I hope, give individual authorities more confidence than some of them have at present that their neighbours' courses are being established on sound lines! I hope to publish this report shortly and to bring the new procedure into operation this Spring.

"The second development is that the advisory committee on inter-authority payments, after discussions which as you know have lasted for many months, have reached complete agreement on all the remaining aspects of this complicated subject. I understand that their report will be sent to the local authority associations shortly for their consideration.

#### Provision of Finance.

"I come now to the next element in the plan, the provision of finance. In the White Paper the Government propose to feed £85 million into technical education in the next five years in order to provide buildings and equipment. The authorised programme for the next three years already amounts to over £40 million and we intend to add a further £15 million for 1959/60 very soon.

"This at first sight may seem a very small sum. Perhaps it is. No Minister of Education is likely to cavil if a general public opinion (not confined as it usually is to the enthusiasts) demands more. But it must be remembered that we already have another £17 million under construction. And in any case capital will represent a small part of the increase. The salary bill alone will have doubled by the 1960s.

"We shall only get the best out of the plan if parents, local education authorities, schools, industries and universities are brought and kept into the closest and most continuous contact with the technical colleges and one another. This is by no means the case to-day in all areas. It is a gospel which will involve more and more personal contact between the principals and staffs of the colleges, the teaching staffs of the schools and the forward looking minds in industry.

"I wish to conclude with a few references of a more general character. It is inevitable that technical education should be viewed primarily as an opportunity for material advance only; personal, because of the careers which it opens for the individual, national, because of the opportunities it offers of new markets and material development.

"I do not so regard it, nor am I one of those who because they see the overriding importance of the moral in human affairs, play down technical education as something which needs to be counterbalanced by an adequate number of arts students trained to supply the spiritual needs of the community. Such a dichotomy in our national life would almost certainly be fatal.

"On the contrary I feel that we should value technical advance not only for its own sake but for the vital contribution it can make in its own right, to the spiritual values of our national culture. I cannot but regard mathematics as one of the main gateways to philosophy as well as to science. I cannot regard science as other than a mental discipline in honesty and objectivity which

can only enrich and enliven the culture of those who come into contact with it.

"Viewed from its simplest angle the man who is given a technical education when before this age he could hope for little more than a bare literacy—or on the other side a formally academic education in the arts—is more and not less likely to be sensitive to music, literature and free intellectual speculation, and more and not less likely to prove a stimulus to the graduate in the so-called liberal sciences. The great technical advances to which we look forward are in the last resort a means to an end and nothing more. They offer a challenge to those of us who have been trained in the more traditional branches of knowledge to offer moral and spiritual values which will match the consequent challenge of the new intellects we are training. For it is in the marriage of these two, and co-equal streams of human study that the brightest hopes exist of intellectual and moral progress."

\* \* \* \* \*

The Implications of the White Paper on Technical Education was the subject of a conference held under the auspices of the Middlesex Education Committee at Harrow County Grammar School for Boys last month.

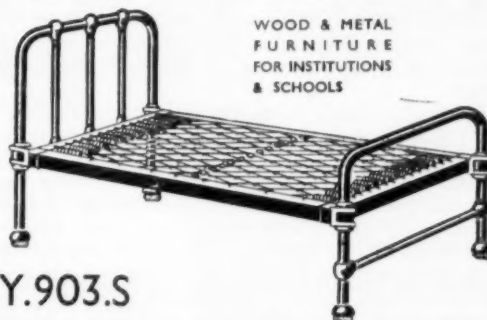
#### EDUCATIONAL RESPONSIBILITY IN A TECHNOLOGICAL AGE

This was the subject of an address given by P. Dunsheath, Esq., C.B.E., M.A., D.Sc.(Eng.), D.Eng. (Chairman of Convocation, University of London), who said the stage reached in the application of science to our everyday life made new demands on education.

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leaving school, he said, will spend their lives supplying technical goods and services for the benefit of the community. These will require to gain a detailed knowledge of some branch of technology but both they, and all the others whose future lies in different fields, will throughout life come into daily contact with the work of the technologist. To secure the full intellectual enjoyment of his contributions every layman must possess a general knowledge of the way things work even when the working is rather intangible. All this demands a new educational approach and therefore places a heavy responsibility on those concerned.

Technical progress sometimes brings protests from educationalists with high ideals who fear a lowering of moral standards in the new "robot age," but far from this being a necessary outcome, the prospect is one of vast new fields of human opportunity. Certainly the defence of standards of behaviour will continue to demand all the support from the humanities it can get, and the advance of technology is by no means associated with the lowering of cultural standards.

Notwithstanding the public interest in nuclear science and the atom bomb there is a great lack of appreciation of the more explosive effects of applied science or engineering on a much wider scale. Quietly, in a continuous stream it is bringing revolutionary changes to our civilization through such contributions as the new Atlantic telephone cable, the wide extension of cybernetics, and the countless products of the chemical industry. To give a clear picture of the magnitude and variety of modern technology is an embarrassing task, but for this very reason it is clear that the demands on human personnel are enormous. One single fact may be quoted as a measure of the position, the salaries offered to university graduates going direct into industry are two or three times what they were a few years ago, and to-day there are about six vacancies for every qualified candidate.

Many of the recent developments in engineering completely refute the opinion—formerly held widely and still dying slowly—that the application of science through engineering does not call for quite the highest intellectual attainment. The extent to which complex phenomena such as the image on a television screen, or the reproduction of speech in a telephone are susceptible to quantitative assessment is a triumph of the human intellect.

The responsibilities of education in this new phase in world history are obvious. As A. N. Whitehead says in one of his books "What we want in education is an understanding of an insistent present." Surely there never was a present more insistent than this, or one which faced mankind with greater problems of understanding. Such a thought has applications both for the scientist and the humanitarian, the scientist is called on more and more to deal with abstract ideas and the arts man must step outside his own specialist field to meet modern needs.

We are sometimes told that education is rooted and grounded in the past, but such a statement as generally interpreted is untrue. It is completely misleading if by the past we mean the remote past. The past must include all time even up to the very second when the thought is uttered. In fifty years the roots of knowledge have extended so much that unless we include that period in our tree of knowledge it will be nothing but a

puny and incomplete thing. There are educational problems in a technological age as demanding and as rewarding as have ever appeared in any age. Let us hope that all who carry the heavy responsibility for fitting the education to the age will rise to their opportunities.

\* \* \* \*

### THE ORGANISATION OF TECHNOLOGICAL EDUCATION

Mr. R. J. Baker, O.B.E., a Principal Officer of the Further Education Branch of the Ministry of Education, dealt with this subject.

According to the level of their work technical colleges may be classified broadly as local colleges, area colleges, regional colleges and colleges of advanced technology he said, and each type of college has its role to play in the expansion of technical education.

The colleges of advanced technology, a creation of the White paper, are being designated as such by the Minister. All their work will be at the advanced level; full-time courses, running throughout the session or on a sandwich basis, will predominate; and they will before long have enough residential accommodation to enable all the full-time students to live in for part of their course. Three colleges of advanced technology are proposed in this Region.

An increase in the output of technologists by the regional colleges is essential. They are by no means devoted entirely to advanced courses but the proportion of these need to be increased. There are nine regional colleges in London and the Home Counties in receipt of the special 75 per cent. advanced technology grant.

More local colleges are necessary to cater for the day release of young people, a practice which it was hoped will extend at an even faster pace than in recent years. There are 200 area and local colleges in the region.

The colleges of advanced technology are a new feature of the educational landscape in the past twelve months. Other new features are an increase in sandwich courses and the inauguration of courses leading to the Diploma in Technology of the newly established National Council for Technological Awards.

All three developments and the £70 million building programme are aimed at enabling technical colleges to make their contribution towards doubling the output of scientists and technologists. This expansion has to take place in face of three limiting factors: the scarcity of teachers, the shortage of buildings and the limited supply of students qualified to all university places and advanced courses in technical colleges.

These limitations make it imperative to use the available resources to the best effect; for the training of technologists this means in the first place making the best use of colleges of advanced technology and regional colleges.

Organisational and administrative action which will contribute to this end are the removal or reduction in size of the out-county fee obstacle, co-operation between colleges and between local education authorities in the arrangement of courses; strengthening the Regional Advisory Councils as a medium of consultation between authorities and between the educational services and industry; and improved publicity to make the available facilities for further education known to those capable of benefiting from them.



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# Health Education

## Suggestions for Teachers and Others concerned with the Education of Young People.

Sex instruction and smoking are among the many subjects considered in a handbook\* of suggestions about health education published by the Ministry of Education.

"It is the business of the whole community and in particular of parents" it states, "to see that the rising generation gets the best possible general training in matters of health. But the parent cannot be expected to do everything single handed, and a strong professional team, which includes doctors, teachers, health visitors and social welfare workers of very kind, is at work all the time to make sure that parents and children alike are living in as healthy an environment as possible."

The pamphlet tells the story of a rapid advance in this field. The child of today has a liveliness and a radiance which in the old days was too often missing; he is taller and heavier than his predecessors; he is probably better adjusted and his family relations are likely to be happier and more natural than they used to be.

But much remains to be done and the handbook is published for the consideration of teachers and others who are concerned with the health and education of young people.

One of the most important subjects in the training of children is the formation of good habits. At the first stage the young child is very dependent upon its parents; here, in an atmosphere of security and affection, good practice and habits should be encouraged. When the child goes to school, health education should be given in the same spirit.

Probably no other school has done as much as the nursery school to build up the health of the children coming to it. At this age health education is almost entirely a matter of good growth in good environment, with plenty of open-air activity. Training in health matters at the infant school which follows will still be nearly all incidental, based on good example and good daily practice. Formal lessons at this stage could only do harm.

In the junior school (for children between the ages of 7-11), it is still more important to encourage good habits than to give formal lessons. Training should be essentially practical; classes should be encouraged to take pride in the fact that all wash their hands at certain stated times; some elementary ideas about body structure and antiseptics will come naturally when there are small accidents and cuts to deal with.

The concern of health education with the physical and emotional changes of the adolescent at the secondary school will be self-evident; it can make a profound contribution to boys' and girls' success and happiness later on. In grammar schools much health education is given in such subjects as science—particularly biology—housecraft and physical education. In the

secondary modern schools, housecraft and physical education are the main avenues of approach, though a course of lessons on hygiene are often given and can be most valuable.

### Sex Instruction.

To exclude sex instruction from other aspects of health education may be to surround it with an atmosphere of mystery, warns the handbook. All the evidence to hand suggests there are many strained or broken homes which might have been saved with a little forethought; for this reason there has arisen a persistent and growing demand that boys and girls, while still at school and under instruction, should be prepared for the time when they may become parents themselves.

A great deal can be done to give both boys and girls the kind of preliminary instruction which would be of real value later on. Schools vary greatly in their approach to this subject and the demand for some more definite form of instruction does seem to reflect a real need; but probably the most debatable issue in the whole question is concerned with the nature and scope of instruction in sexual relationships. Sex is so often either exaggerated or passed over, and lack of sensible guidance on it can lead to unhappiness and broken marriages.

The initial responsibility for answering questions on sex matters rests with parents, but the school is likely to be involved as well, if only because children are likely to ask questions at school as well as at home. Questions should always be answered truthfully and at once. And those concerned, both parents and teachers, should bear in mind that through films, television and other sources, the boys and girls of to-day may be in closer contact with the outside world than we often realise.

In everything which concerns sex education, the child's basic need is for knowledge; this is best given individually—any other approach may lead to embarrassment, misunderstanding and harm. No two boys and girls are the same and their questions cannot be solved in the mass by rule-of-thumb answers.

School can gradually help children realise that in our kind of society individual happiness and social stability alike depend on marriage and the family. If little but preliminary instruction in parentcraft can be given at school, it is inevitable that many boys and girls will leave school with only the sketchiest preparation for what lies ahead.

"Will average boys and girls leave school with a rational attitude towards health? Do they know enough to realise something of what they can do for themselves, and also when and how to get good advice?" These are the main questions to be asked. But, warns the pamphlet, whatever can or cannot be done to help young people later on, it is useless to cram them prematurely while they are still at school. The best preparation in youth for parenthood is a good general education.

\* Health Education; Pamphlet No. 31; H.M.S.O. price 4/- net.

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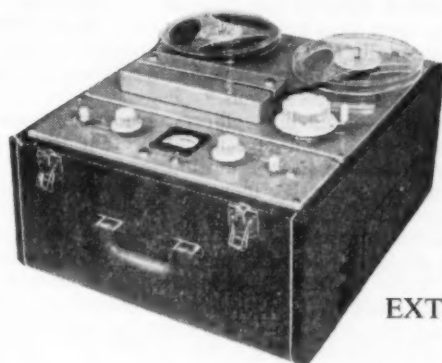
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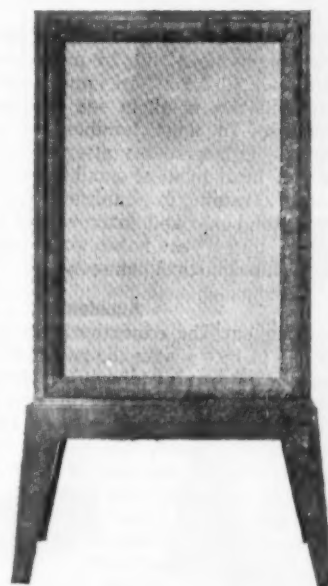
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### **Alcohol and Tobacco.**

Children seldom like the taste of alcoholic drinks, and these are no temptation to them, says the pamphlet. Trouble usually begins with young people who wish to appear grown up, and here the advice and general point of view of a teacher or youth leader may be of great value. Children should be led to understand the need for good sense and self-control. There is no need to be horrific or to exaggerate; in discussing such things with children it is better to appeal to their common sense. Before leaving school, children should understand that nobody who takes too much alcoholic drink can hope to do a good day's work or to be fit for responsibility.

The handbook draws attention to the possible dangers from heavy smoking, especially in connection with cancer of the lung. Adults can help young people best by their own example, by not encouraging them to feel that to smoke is to be grown-up; more generally, too, they can make it clear that self-control or restraint is not the same as submission to external authority, but represents something positive which comes from within.

### **Training of Teachers.**

Every teacher must know the essential facts about health, must understand the children he is teaching—how they grow, how their minds work, what health means to them and how they can be introduced to it in such a way that they will practise what they were taught even after leaving school. He must to a great extent, teach by personal example; he must practise what he preaches.

The young teacher at the outset of his career will still have much to learn both in practical experience and in theory; in health education he will have only just begun. The whole question of further study of health matters needs more attention than it has so far received. The teacher's special relationship with young people at school provides him with a unique opportunity of giving them the training in matters of health which they need.

### **Provision of Health Education.**

Modern civilised life requires high standards of cleanliness. Children are not particularly clean by nature and few of them see any particular virtue in cleanliness. In most families the initial training in cleanliness is largely a matter of habit-formation, but there is a limit to what small children can be expected to learn. Training in cleanliness can never be rapid; it involves the home and, later, school at every stage, and the prime movers are habit, good example, praise—and the occasional critical comment.

### **Accidents.**

How far can the educational process help to reduce the accident rate? asks the pamphlet. Accidents of all kinds are now running almost level with all the infectious and respiratory diseases put together as a main cause of death among school children. In 1953, accidents were responsible for nearly one out of four deaths among young people; 37 per cent. of all deaths among boys in the 5 to 14 age-group were due to accidents, and no less than 42 per cent. of those between 15 and 19. Over 133 children under 15 in Great Britain were killed or injured on the roads every day in 1955.

The schools are playing their part in a continuous effort to cut down such figures, but the limit in what can be done has not yet been reached. The educational

process can make its greatest contribution in helping boys and girls, or men and women, to be responsible and careful to begin with. The time to begin is in childhood, while habits of mind are still forming; both home and school must play their part.

### **Nutrition and Food.**

The growth of the school meals service is illustrated by the fact that over three million day pupils in maintained schools, or about 48 per cent. of those in attendance, were taking the school dinner each day in the autumn of 1955, compared with about 300,000 at the beginning of the war.

### **Mental Health.**

The Handbook concludes with a chapter on mental health in which the important part which the teacher can play in helping to bring about the sound, mental and emotional development of children is discussed.

## **Children without Schools.**

### **Spastics Society opens Yorkshire School for "Ineducables."**

Twelve severely handicapped spastic children arrived recently at a Yorkshire mansion to start an important experiment in child welfare. Six boys and girls from Yorkshire and the same number from other counties have found a new home at Hawksworth Hall, Guiseley, which the National Spastics Society has equipped to receive thirty-five or more children aged five to eleven who are generally thought to be incapable of education.

The Society contests this inflexible classification. It believes that most modern tests by which some spastic children are graded as "ineducable" do not present a true picture of latent ability, especially in severe cases of cerebral palsy. For twelve months it will operate Hawksworth Hall as the first assessment centre, and hopes to show that a good proportion of these children can be mentally and physically up-graded. Those who respond will wherever possible be given places in one or other of the Society's schools.

A number of medical officers, recognizing the inconclusiveness of the present intellectual tests, have sponsored children to be admitted.

At the end of twelve months' experimental work in assessment and up-grading the Yorkshire centre will continue to serve spastic children too backward to benefit at other schools. It will become a permanent centre where "ineducables" will be encouraged and trained to make the best possible use of their abilities.

Already the National Spastics Society has proved the need for progressive up-grading as children respond to treatment and education. Good results are being obtained by the Society's policy of transferring children as they progress between the three national schools they maintain—the Wilfred Pickles School, near Stamford, Lincs., Craig-y-Parc School, near Cardiff, and the Thomas Delarue Secondary School for Spastics at Tonbridge, Kent.

The Duke of Edinburgh will give an illustrated talk about his recent tour to about 2,000 schoolchildren at the Festival Hall on April 3rd. Selection of the children has been made by officials of the Imperial Institute from schools which regularly visit the institute or use the services of its lecturers. Children from several schools for the totally blind have also been invited.



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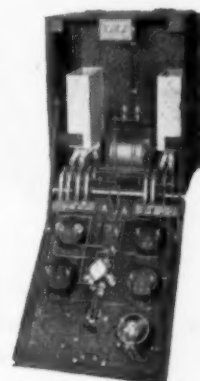
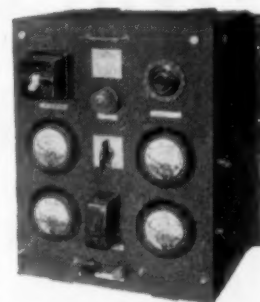
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## Northern Ireland's £9,000,000 for New Schools

In Northern Ireland there are at present fifty-seven new county schools in the course of erection at a total estimated building cost of almost £6,500,000.

Twenty-one of these are primary schools, thirty-three secondary intermediate schools, and three grammar schools.

The corresponding figures on the voluntary side were thirty-six new schools—all to be under Roman Catholic management, in course of erection at an estimated total building cost of almost £2,500,000.

Eighteen of these are primary schools, seventeen secondary intermediate schools, and one grammar school.

During the period October 1st, 1955, to December 31st last, nine new county schools were completed at a total estimated building cost of almost £900,000. During the same period thirteen new voluntary schools, all under Roman Catholic management, were completed, at an estimated building cost of £350,000.

Mr. J. C. Catford, who is to be the Director of the newly-founded department in Edinburgh University which will be concerned with advanced research and training in the teaching of English as a second language, left London on February 28th to visit Pakistan, India and Turkey for the British Council. He will study and advise on English teaching and teacher training problems and lecture on linguistics.

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## The Future of Secondary Technical Schools

In an address to the Association of Heads of Secondary Technical Schools Lord Hailsham, the Minister of Education, reviewed the progress made by secondary technical schools and spoke of their future development.

There was no evidence at all he said of a falling off in demand for the education they provided. Between 1950 and 1956 the population of technical secondary schools increased by nearly a quarter, although the numbers of schools themselves, largely as the result of direct policy, remained constant. Nevertheless the theories on which secondary technical schools have been built and maintained have to some extent become obsolete, and the changing theories will inevitably find some reflection in changing practice. Many secondary technical schools have their origin in the Junior Technical Schools of the old days. These involved, in many cases, the use of premises primarily designed for technical colleges during hours at which they were not in use as such, and an intake at age 13. They were based primarily on these external necessities but developed, and perhaps to some extent relied, upon philosophy of education which offered a comparatively humble, and relatively narrow, degree of technical training to those who by want of ability could not, or from lack of means could not, afford to enjoy a full secondary education leading to an external examination, and ultimately, perhaps, to a university degree. This conception was well on the way out. No secondary technical school with a future will be indefinitely condemned to share premises with a technical college. The entry at thirteen (although in his opinion at least as logical a period for entry into secondary education as eleven) is certain to make way, step by step, for the general practice. The courses available at secondary technical schools cannot be allowed to remain—and in fact show no signs of remaining—narrowly vocational or limited to the abilities or needs of children who cannot in the long run set their sights as high educationally as sights can be set.

This led him, said the Minister, to discuss a second philosophy of secondary technical education which gained a good deal of currency immediately after the passing of the Act of 1944. According to this theory, education was to be based on three tiers, based on aptitude and ability. The top 25 per cent. was represented by the grammar school with the intellectual aristocracy. The middle 10 per cent. was secondary technical aiming at practical vocational courses. The secondary modern was unselective, the unspecialised proletarians of the educational system. It was now possible to say that this theory, if it was ever widely held, was untenable. Our education may have three, and probably will have much more than three, types of school. But it cannot have two successive layers of selection. Moreover, the belief that a technical "aptitude" exists in children correlated with a second class intellectual ability, is simply contrary to the facts. To believe this is not only untrue, it is also to condemn technical and practical studies to a sort of intellectual slum which would guarantee the failure of the hopes placed in technical education.

What then was the future of secondary technical schools? "I understand," said Lord Hailsham, "that



there has been some despondency among teachers in them, as it became increasingly apparent that neither of the two philosophies on which, at one time or another, many had placed their hopes would stay the course. In my view this despondency is misplaced. But before I say why, may I make one or two general observations which seem to me to be relevant to this topic. In the first place there seems general agreement that the established grammar school tradition is rather out of touch with the needs of contemporary society. To a very large extent this fault has been rectifying itself rather fast in recent years. Even in independent schools with a strong academic tradition 40 per cent. of the specialists take scientific or mathematical courses. In maintained grammar schools the trend is even more marked, and the percentages are reversed. But is there not a case for a type of selective secondary school, setting its sights as high as the grammar school, but which starts from fresh foundations uninfluenced by the ancient tradition? Provided such a school does not attempt to set a general pattern, and aims only at a variant of the general pattern, in my view there is. The influence of such schools might be out of all proportion to their numbers. In the first place they could not fail to set the pace for the technical studies and courses in the grammar schools themselves. In the second place we know how imitative sometimes to their disadvantage, secondary modern schools can be, of the grammar school tradition. The presence of a modern technical tradition of equal quality in an area could not fail to influence the general climate of educational opinion.

"Next, one cannot fail to notice the value of a peculiar bias in a school to give a drive and quality to its education. Again I mention schools outside my own department for the sake of avoiding invidious comparisons. On the vocational side, I think of schools with a bias to the sea; more generally I think of the attention attracted by the Outward Bound movement. I have often noticed some of the Roman Catholic schools achieve a strong *esprit de corps* based on a particular monastic tradition. There is everything to be said for giving as many schools as possible a *slant* of some sort to give a sense of purpose, direction, and corporate unity to the pupils they instruct. Beyond doubt we live for better or for worse in a scientific and technical age. There must be a future for schools with a slant in this direction.

"The condition, of course, is that the slant is not a narrowing influence, and that the standard is high. Near where I live in the country there is a secondary modern school. The other day I was talking to one of the pupils of this school—one of a long line of brothers with a long and deplorable record of academic failure and absenteeism. He was a pleasant lad if somewhat rough spoken. 'What do I learn there about cows' he said to me. At the time I was tempted to disagree with him.

"Afterwards I began to have my doubts. I wondered how much the world in general could not be taught to an intelligent boy whose interest was in cows. Geography certainly; Homer, quite obviously; comparative religion, and scripture—of course, biology, anatomy medicine, bacteriology, agriculture, nutrition, even some mathematics. All these subjects suggest themselves at once. I have always maintained that there is no reason why technical studies should be narrow. Our civilisation is, I verily believe, more spacious and

intellectually vigorous than any which has preceded it. It is, as I have said, essentially a technical civilisation. The discipline of engineering, or other technical studies are not alternatives to the so-called humanities; they are gateways to the humanities, disciplining and civilising the mind. The humanities themselves must be learned and studied in a solid understanding of the technical achievement and disciplines of our own day.

"These factors enable me, greatly daring, to lay down a few generalisations about secondary technical schools. I say 'generalisations,' but I qualify the word immediately by observing that in a country like ours variety and versatility are the key words. Everything must be read in the light of local geographical and industrial conditions. First I would say that your future lies in approximating to the grammar school, but by approaching it from the opposite direction. Enconced in your new buildings, you will cater for pupils from 11+. You will have both boy pupils and girl pupils in secondary technical schools; in the main they will come from the top 25 per cent.—larger, wider, only if there is a continuing demand in the locality. And, please, the girls will not be tied so closely to the rather narrowing field of typing and commerce. They will have at least a chance in competing with the boys as scientists, technologists and technicians. The courses will be broad, and varied. There will be at least a small sixth form. There will be a strong vocational bias, but not such as to crowd out all attention to the humanities. In short, they will be secondary technical schools, built on the traditions you have laid but fitted into the contemporary context of a double tiered system as distinct from a tripartite system."

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## Month by Month

### The Exchequer and Local Authorities.

THE Government's proposal of block grants for local government finance has not so far commended itself to local education authorities or to teachers. It is true that the announcement made by the Minister of Housing and Local Government on the 12th February was a very brief one. Mr. Brooke did no more than indicate the principles which had inspired the new proposals and, in very general terms, how they would be brought into operation. He did however say enough to indicate the very drastic and revolutionary character of the change the Government had in mind. "A major recasting of the financial relationship between the Exchequer and the Local Authorities" was, he said, intended. There would be a radical revision of the structure of Exchequer grants, as well as some reduction of the grants to take account of the new rate income, generally speaking "specific grants will be replaced by a general grant of an amount fixed in advance for a short period of years, though not necessarily at the same level for each year of the period." Local authorities would be given increased responsibility in determining the money to be spent on the various services, in accordance with local needs. Local Government, it was claimed, would become "more truly local." It should be mentioned that, according to one unofficial statement, the training of teachers, provision of meals and higher technological education would be excluded from this scheme and be treated as purely national services.

Critics have asserted that a grant system appropriate to a fairly stable service is wholly inappropriate and even quite inapplicable to a rapidly expanding service. Education is not only the largest and most important service. It is, to the unthinking and parsimonious, the most unpopular. We have as yet seen only the beginnings of the implementation of the Education Act, 1944. For this and other reasons Education is, and must for at least another decade, continue to be a most rapidly expanding service. The Minister himself admitted this. The organ of the National Union of Teachers is surely right in declaring that to speak of including education costs in a general grant while seeking to implement the Butler Act is a contradiction in terms. The Act presupposes a uniform national system of education, locally administered under statutory regulations and in the last resort controlled by the Ministry of Education. How will the Minister enforce national standards if the new proposals are made effective? Does not the Act imply and require a percentage grant system? Will Government repeal or amend the Butler Act? One is bound to ask such questions as these. The *Teachers World* describes the proposals as "a threat to the expansion of education and to the economic security of the teaching profession." What is most to be feared and easiest to happen is that local education authorities would reduce local expenditure in order to benefit the local rates. If the only alternative is the "nationalisation" of education, that must be faced as preferable to local starvation and to the inevitable abandonment through local variations of all equality of opportunity. Meanwhile, the real question of local government reform is

ignored and wholly unmerited financial benefits are to be conferred on those who least need them. The 20 per cent. de-rating of shops and offices is indeed hard to justify. The small shopkeeper, business or professional man will not notice the difference. To the big concerns, however, an enormous gift is to be made at the expense of the householders. The multiple chemists and stores, tailors and clothiers, insurance companies and building societies—these and other wealthy concerns will be the real beneficiaries. The education service cannot but suffer from such strange benefaction.

\* \* \* \*

#### Intelligence Tests at II+

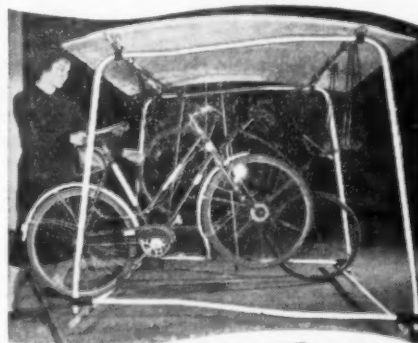
ON the 15th February Mr. Sydney Irving, M.P., asked the Parliamentary Secretary to the Ministry of Education which local education authorities had "dispensed with intelligence tests" as part of their procedure in selecting children for secondary education. Sir Edward Boyle in his reply named fifteen local education authorities which, so far as the Minister's information went, were "not known to use" an intelligence test for this purpose. The reply, which was meant to enlighten, may in fact create misunderstanding. There is a wealth of difference between "have dispensed with" and "are not known to use." Sir Edward Boyle's reply gave no information whatever regarding any local education authorities which, having used intelligence tests as part of their selection procedure, had ceased so to use them. It is interesting to see that twelve of the fifteen local education authorities are county councils and that nine of the twelve counties are in Wales. The National Foundation for Educational Research has made a most opportune statement on this subject, which will be welcomed by all who wish to preserve the educational gains of the past generation. As is pointed out, statements in Parliament in January and press comment thereon indicated some misunderstanding of the views held by officers of the Foundation concerning the value of intelligence tests, particularly for the purpose mentioned above. The misunderstanding originated in three articles in the Foundation's *Bulletin* for November. Much of the subsequent correspondence was well informed and valuable to those who had made some study of the subject, but not easily understood by members of local authorities and other non-specialists. Doubts were cast on the validity of certain inferences commonly drawn concerning the relationship between a child's intelligence test score and his score in a test of educational attainment. The writers of the articles did in fact confine their criticisms to certain assumptions underlying current practice in selecting children for remedial teaching. They stated explicitly that they were not attacking intelligence tests as such and that for the purpose of allocating children to grammar schools the value of such tests had been amply demonstrated. The Foundation reports that this is borne out by "the bulk of the great weight of evidence gathered by many research workers in the last three decades." It is confirmed too by a recent series of follow-up studies of primary school leavers allocated to different courses of secondary education. Among the various tests and examinations considered, group verbal intelligence tests were found to have the highest predictive efficiency. They may therefore be regarded as "one of the essential instruments to ensure a more accurate assessment than was provided by the methods used in the past."

The reference to "the last three decades" is a useful reminder that these tests are not the untried innovation or novelty which some members of Parliament may think them to be. It was thirty years ago that the Board of Education published its valuable report on Tests of Educable Capacity. It is a pity that people who criticise these well-tried tests do not even realise that they are not necessarily appropriate as tests of their own intelligence. The tests are not condemned by the fact that some Member of Parliament or local councillor or company director is unable to answer the questions or do the tasks prescribed by those tests. What matters is that they can do them. One wonders how well these mature critics would do if they were made to do the attainment tests in English and Arithmetic? Would they pass the G.C.E. at ordinary level say in French or Mathematics, History or Chemistry? If not, would they condemn the General Certificate of Education?

\* \* \* \*

#### The Hundred of Maelor.

THE Flintshire Education Committee does not bring any credit on itself by its attempt to force the Welsh language upon the English people in the detached Hundred of Maelor. Some account of this cold war appeared in *The Times* at the end of last month, but much more detail was given in local papers. The Hundred of Maelor is geographically and linguistically part of England. It is an inland island, bordered on the North by Cheshire and on the South and East by Shropshire. The river Dee divides it from the nearest



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Welsh County, which strangely enough is Denbighshire. It has no contact at all with Flintshire, yet by an accident of history it is administered by the Flintshire County Council from Mold. More than 99 per cent. of its 6,000 population are English speaking people who have no Welsh. In spite of this the Education Committee is determined to force the teaching of Welsh upon the parents of all school children not only in Flintshire proper but even in its English outpost. The nearest part of Flintshire is more than eight miles away. A deputation from the Education Committee recently visited Maelor to explain their strange policy to their English subjects. It is reported that the latter refused to hear the county officials. One can understand the desire of Welsh people to preserve their dying language in their own land and among their own people. The inhabitants of Maelor, however, are in a wholly different position from those say of Mold. In a ballot organised by the Maelor Rural District Council 88.8 per cent. of the parents voted against the County Council's proposal. Does Flintshire no longer believe in democracy and in self-determination. Dr. Haydn Williams, Director of Education for Flintshire, is reported to have claimed that it was part of his job to encourage Welsh in the county. One would like to know what authority he had for that statement and whether he was referring to some clause in his terms of appointment or to some statutory duty. Dr. Williams is said to have denied the statement of a Maelor County Councillor that under the Education Act, 1944, children should be educated in accordance with the wishes of their parents. Yet the statement was a true one. Regard *must* be had to parents wishes, subject only to two provisos which cannot possibly be quoted in favour of the Flintshire proposal. It is said that the machinery of the Education Acts should be used, or misused, for purposes which seem to be political and racial rather than educational and which subordinate the needs of living children to the claims of a dead or dying language. Developments will be watched with interest, for here are all the seeds of an enosis movement in the Hundred of Maelor.

\* \* \*

#### Spelling.

THE *Daily Telegraph* rendered a real service to education in publishing last month a considerable correspondence on English spelling. For once common sense prevailed and the absurdities of English spelling found few champions. One correspondent alone regarded the illogical vagaries of our spelling as "a challenge to the mind to be alert" and seemed to favour corporal punishment as an aid to good spelling. Unfortunately that remedy cannot be continued through life. Mr. F. H. Maltby, who has worked as a writer for over fifty years, confessed that he had never been able to spell and that in spite of a good and retentive memory. Sir Graham Savage stated admirably the case for reasonable spelling reform, as advocated by the simplified spelling Society. It is strange to think how little interest so-called educationists take in this most fundamental of all really educational problems. They can understand and delight to discuss building programmes and bulges, Burnham scales and grant formulae, unit costs and what not—but have no interest whatever in English spelling. It cannot however be denied either that the Society's proposals are practical or that they would do other than save in

many cases as much as a year's schooling to a child. Dr. Horace King, M.P., ably supported Sir Graham Savage. When English spelling, he said, more closely approximates to its original purpose, not only will sixth formers have more time to devote themselves to the subject matter of the scripts which had caused so much anxiety to Sir Reginald Watson-Jones—for he it was who really started the correspondence—but millions of English children in primary schools will be like, for example, Italian children, and learn to spell without tears, because every letter will represent a sound. We really cannot afford any longer the terrible waste of time and effort involved in teaching English spelling as it is today. The Minister of Education has such great and wide powers conferred on him by statute, that he might very well exercise some of them to make compulsory some measure of spelling reform.

### Teachers Reject Pensions Scheme

The special private conference of the National Union of Teachers last month decided by a large majority to reject the proposed scheme for widows and children and dependents of teachers which has been drawn up by the Minister of Education within the terms of the 1956 Superannuation Act. More than 2,000 representatives from the Union's local associations throughout England and Wales attended the conference.

The resolution said:

Realising the urgent need for immediate provision for widows, and children and dependants of teachers, Conference reaffirms its strong desire for a scheme of pensions for widows and children and dependants of teachers as additional benefits, the cost of which is shared equally between the teachers and their employers.

It places on record its dissatisfaction with the terms of Section 8 of the Teachers (Superannuation) Act, 1956, which precludes the establishment of such a scheme, and declares its intention to work for the removal of the limitations imposed by that Section.

Conference refuses to accept a scheme on the lines of the Ministry's Outline Scheme.

The conference rejected by very large majorities two amendments, one of which urged that a decision about the scheme should be delayed until the executive had held fresh negotiations with the new Minister of Education and the local education authorities; the other which urged acceptance of the Outline Scheme but instructed the executive to press for improvements in it.

The National Union of Teachers has for some years been seeking a widows and dependants scheme in which the cost would be shared equally between the teachers and their employers. The crux of its objection to the Minister's outline scheme is that the cost is not shared by teachers and their employers but falls wholly on the teachers by a redistribution of existing benefits.

Sir John Wolfenden, Vice-Chancellor of Reading University, will be the chief speaker at the Schools National Savings Conference to be held at Church House, Westminster, on March 23rd. Lord Mackintosh of Halifax, Chairman, National Savings Committee, is expected to preside, and Mr. George Paul, Chairman of the Schools National Savings Advisory Committee, will present the annual report of the Committee.



## Hostels for Technical College Students

The Minister of Education, Lord Hailsham, has asked local education authorities to consider the provision of hostel accommodation at certain technical colleges.

At present there are very few hostels attached to these colleges and more must be established. They are needed to give some of the more advanced students the experience of a period of residence at college, and also to provide for students who can attend the college only by living away from home and for whom other accommodation is not available.

The initial aim should be to allow each student at a college of advanced technology to be in residence for at least a year of a full-time course or for one academic session of a sandwich course.

Hostels will mainly be needed at colleges of advanced technology or at colleges which will provide courses leading to the Diploma in Technology. Students at other colleges will usually be able to find lodgings within reasonable travelling distance of the college but there may be exceptional cases in which students can be satisfactorily accommodated only in a hostel provided by the college.

Hostels catering for between fifty and 150 students are recommended, each under the supervision of a resident warden.

Fees should cover the cost of maintenance, excluding the following items:

- (i) loan charges, rent or other capital charges;
- (ii) the cost of maintaining the fabric of the building;
- (iii) rates, taxes and insurance premiums payable in respect of the building;
- (iv) any allowance or salary paid to the warden.

The remaining costs will include such items as wages of domestic staff, National Insurance contributions, cost of food, light, heating and water, the upkeep and renewal of equipment and furniture, and any administrative and other miscellaneous expenses.

Some employers have given generous help towards the cost of hostels for technical colleges. Though the duty of providing such hostels lies clearly upon local education authorities, the Minister hopes that firms which send substantial numbers of students to particular colleges will consider giving financial help towards the cost of hostels there.

In 1933 and in 1938 the London County Council held exhibitions of children's art. At County Hall, from 25th April to 14th May, the Council will hold another exhibition to show the development of art in schools in recent years. This progress is the result of much brilliant work carried out in many parts of the country and today the study of art is recognised as an integral part of an all-round education. The exhibition is intended to emphasise the importance of art in education and both the work shown and the practical demonstrations by pupils should stimulate criticism and discussion.

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## THE ELEVEN-PLUS EXAMINATION

The eleven-plus examination is very much in the news. Programmes on the radio and television, in addition to newspaper articles, reflect the widespread interest which is being taken in this examination. There is no doubt that many parents are genuinely worried about this examination, but it is doubtful if they get much satisfaction from the advice which they get.

Dr. Alexander, the Secretary of the Association of Education Committees, has been expressing some opinions on this matter. He points out that the task of the 1944 Education Act was "to make educational opportunity dependent on the abilities and aptitudes of children rather than on the economic or social status of parents." He says that "this task is, in fact, being tackled fairly and appears to be in process of complete fulfilment."

As a general principle all this is admirable, but when it is brought face to face with the hard facts of reality it breaks down. Dr. Alexander's claim that the task is being tackled "fairly" would be accepted in practice if the following conditions were realised:

(1) If the same proportion of children were admitted to Grammar schools each year.

(2) If all authorities had the same proportion of grammar school places available.

On the first point the difficult years are still ahead. If parents are complaining now about the eleven-plus examination, then to be sure there will be even more complaints during the next three years, when increasing numbers of children present themselves for the examination and the same number of places are available as in this present year. This is a problem to which far too little reference has been made.

On the second point parents are well aware that opportunities are not equally distributed throughout the country. This is a small country, and parents have relatives living in other parts. Inevitably they compare the educational opportunities of the areas with which they are acquainted.

Quite obviously there is no immediate solution to this problem. The building of additional grammar school places would help to solve it, but this policy has never been pressed strongly either at local level or at national level. Nevertheless at some time the task must be taken to equalise the opportunities given throughout the country.

In the meantime what can be done? Some authorities are experimenting with comprehensive schools. This at any rate will widen the field of opportunity, and if only because of that the experiments must be welcomed. They can also encourage examination groups in the modern secondary schools. But the parents who are really determined are acting independently. Direct grant schools find themselves besieged with applicants. Some children who have failed to obtain grammar school places in the local education authority's examination are offered places in direct grant schools. The fees

which their parents pay are graded according to income. The direct grant school is more popular than ever.

The private school finds itself equally popular. Local private schools with a reputation are now able to pick and choose their pupils. Many parents whose children have failed the local education authority's selection examination make great sacrifices to send their children to these private schools.

Dr. Alexander asks "Is it not time that those parents (i.e. the disappointed parents) asked themselves the frank question whether they accept what the Education Act of 1944 intended?"

Presumably parents of children who fail to obtain a grammar school place on the results of the local authority examination, but who obtain a grammar school education through the direct grant school and the private school have not accepted what the Education Act of 1944 intended. They are the kind of people over whom Dr. Alexander is shaking a sorrowful head.

But he must know that direct grant schools and private schools have a place in the Education Act of 1944. Parents who make use of these schools are not breaking the law. They are acting in complete conformity with it.

What advice should we give to parents whose children fail to obtain a place? Should we say with Dr. Alexander "You do not understand what the 1944 Education Act means" or should we say "Let him try for a place in a direct grant school, or if you can afford the fees, in a good private school."

The question is not an academic one; it is being asked every day.

\* \* \* \*

## PROPOSED GRANT CHANGES

The proposals made by Mr. Henry Brooke, Minister of Housing and Local Government, are not being well received by the education service. One can see how, from the point of view of the Treasury, the idea of a block grant has many attractions. It will be easier to administer and it will offer greater opportunities to curtail and possibly stabilise the annual payments to local authorities.

But in this matter, the point of view of local education authorities is very different from that of the Treasury. They are very conscious of the fact that rapid progress has been made in Education since the war simply because the grant paid by the central authority has risen proportionately with the expenditure. Under the new proposals there is no guarantee that this would happen.

Again a proposal of this kind compels one to think back to first principles in administration. The seat of power in any large scale organisation always lies at or near the source of money. Chairmen of education committees and their chief officers have been able to argue with chairmen of finance committees and their treasurers pretty much on equal terms. Finance committees might bemoan the fact that such and such an expenditure was proposed, but in many cases they

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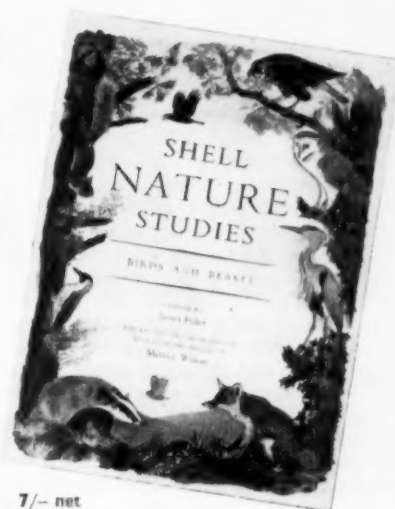
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could be consoled by the reflection that 60 per cent. of the cost would be borne by the Exchequer. It does not seem possible that this relationship between the education committees and the finance committee would hold under the proposed change. The Government grant would be allocated to the authority as a whole and it would be the finance committee which would decide the proportion of the total grant that could be allocated to each of the different spending committees. In other words the education committee would no longer have its own seat of power and source of money. That would be very much to the detriment of the service.

### Sydenham L.C.C. School

Dame Janet Vaughan, D.B.E., D.M., F.R.C.P., Principal of Somerville College, Oxford, last month, officially declared open Sydenham School, Lewisham, one of the larger L.C.C. Secondary schools, with an initial roll of 1,300 girls.

Started in 1862 as a private school in Westbourne Road, Forest Hill, and shortly afterwards rehoused and renamed the Manor Mount Collegiate School, the original school had flourished as a day and boarding school for about forty years, when the L.C.C. bought it in 1905. Established by the Council as a county secondary school and renamed the Forest Hill Secondary School, it entered its second phase with Miss Dangerfield as Headmistress. In the same year, the Council established another county secondary school in the district, the Sydenham Secondary School, housed in the "Institute" at Kirkdale. The school entered its third phase when these two schools were amalgamated in 1917 in the new building in Dartmouth Road. Under the leadership of the next Headmistress, Miss Turner, the school was very successful and gradually grew to over 500. It is in this Dartmouth Road building that, in the fourth and present phase of the school's history, the Junior School is housed. The expansion of the school in September, 1956, to just over double its previous size was brought about in the main by fusion with the Shackleton School.

The new accommodation consists of twenty-eight general classrooms; geography and history rooms; five science laboratories; science lecture and preparation rooms; a model office and a commerce room; a needle-work room and three art rooms, one of which is used for pottery; five housecraft rooms and three model flats. There is a large assembly hall, the stage of which can be used as a small hall; music practice rooms; a dining foyer and a library; three gymnasia with a continuous viewing gallery and changing rooms at mezzanine level, under which additional play space is provided. The buildings form a series of open courts with attractive views through the colonnade of the main block.

The cost was about £351,000, and the cost of furniture and equipment was approximately £35,000.

**Mr. Leslie Jackson**, deputy education officer for Halifax has been promoted to chief education officer as from May 1st.

**The Ministry of Works** will be associated with the Brixton School of Building in a Building Exhibition at the School from April 8th to 12th.

### India's First Public Library

The first public library in India is a great success. Established in Delhi in 1951, it now has some 25,000 readers on its books, and this figure is growing rapidly. Long queues of people can be seen every day waiting to change books which are available in three languages—English, Hindu and Urdu.

A close and thorough analysis of the library is given in "The Delhi Public Library," published by H.M.S.O. (7s. 6d.). It was written by Frank M. Gardner, Borough Librarian, Luton, Beds., who served as a Unesco consultant to the library when it was first opened, and who, in 1955, directed a Unesco seminar, held in Delhi, on the development of public libraries in Asia.

The library, which has been described as the "busiest and most modern in Asia," has a stock of 62,690 books. It has a reference library, a children's library and a social education department. It feeds seven outlying branches, known as "deposit stations," in social education centres in Delhi, which carry on the usual cultural activities of community centres. The library also operates a mobile section, with a modern, specially designed vehicle carrying over 2,000 books, which visits fifteen villages once a week within a radius of about twenty miles of Delhi.

Mr. Gardner's investigation covers every aspect of the service offered and, through numerous statistical tables and pictorial graphs, gives a picture of the readers themselves. He reveals that the majority of users are regular and habitual; that they prefer literature, social sciences, technical works, history, philosophy and biography, in that order. In fiction selection, a strong preference is shown for the love story, and an interesting sidelight on reading habits is provided by the disclosure that 13 per cent. of readers questioned "read aloud to members of their family—a habit that has almost entirely died out in Western countries, but one of great social value in a country where illiteracy is still common." About 39 per cent. of the total urban population of Delhi State is literate.

One of the hopes behind the founding of the library was that experience gained should be used by other libraries in India and Asia generally, and that it might be useful also as a training centre. Since its opening, forty-two people sponsored by the Government of India, State governments, the Indian Army, the Iraqi Government and the Government of Afghanistan, have been sent to the library for periods of training.

In 1954-55 the deposit stations had well over a thousand members, who borrowed in all about 23,000 books. Indeed, the annual average issue per member—of twenty-three volumes—is actually higher than at the parental establishment. This, and other factors, says Mr. Gardner, would appear to prove "the importance of deposit stations as additional outlets for the library service, capable of considerable extension."

Of the total attendance of 58,457 at the social education department in 1954-55, over 39,000 came to exhibitions and film shows. About 50 per cent. of children's attendance was at film shows, which drew a total adult and child audience of 29,000. Other activities included a drama and music group, a study circle and separate groups for elders, adolescents and children.

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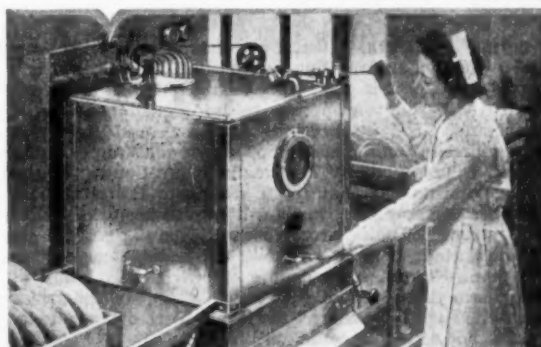
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## FILM STRIP REVIEWS

### CAMERA TALKS

**Sensible Toys.**—After thirty years' experience in studying the play requirements of children and noticing their reactions and interest, Hilary Page should know the type of toy to select for any age. In this delightful colour strip we start with the teething ring for the three-month-old baby and steadily progress through the baby's life. For the nursery stage there is the building and banging, and for later infant stages the more advanced toys requiring correct placing of parts. Hilary Page rejoices that plastics have solved a very real problem—that of licking and chewing with no harmful results. Consequently most of the toys pictured here are of the plastic variety. The strip is double-frame size; and after a close-up view of the toy one can see it in use and the expressions of interest and concentration on the children's faces are a joy to see. 33 frames.

**Gaining Experience through Play.**—Presented by the Nursery School Association. The strip so rightly stresses that children should begin young to have all the experiences which are simple enough for them to grasp mentally and execute physically. The first section deals with the child's contact with living creatures and plants to inculcate fearlessness on the one hand and loving care on the other. The second portion shows how the child can gain experience by handling soil and sand and clay; and by steps learn how to pour water from a narrow spout into a narrow bottle-neck. The final section deals with construction and creation—young makers and builders, with ample scope for imaginative play. The strip is double-frame and in colour. The photographs show the young and very young all busily occupied in some activity—how grand to be an infant nowadays. 23 frames.

**Care of the Teeth.**—Dental care has already been amply dealt with in several fine strips, but the subject is so important that it is good to have a number of strips with slightly differing viewpoints to impress the paramount importance of daily brushing and the need for regular dental inspection. This strip, in double-frame and in colour, is presented by Buckinghamshire County Council. After pointing out that teeth are living things the strip proceeds to show what foods will help to keep the teeth fit and strong. The correct use of the brush is then demonstrated. Frame 17 shows the result of neglect and the picture is not a pleasant one, but it will at any rate emphasize the importance of dental care; in contrast we leave the strip by gazing at the lovely teeth of a young lady who is not afraid to smile. 19 frames.

**Sanitary Inspector.**—Frame 1 states "Health is a state of physical, mental and social well-being and not merely the absence of disease or infirmity," and frame 5 defines the sanitary inspector as responsible for promoting environmental sanitation, that is the control of all the factors in man's physical environment which affect him adversely. Just how many and varied are these factors is amply brought out in this interesting strip; abatement of nuisances, slum clearance, overcrowding, barge and caravan dwellers, vermin, refuse collection, rural water supply, infectious diseases, atmospheric pollution, factory and shop inspection, inspection of food, and health education. With so many aspects of work the life of a sanitary inspector is full of interest and his desire to educate rather than prosecute. A straightforward strip well filled with self evident photographs. 40 frames.

**The Work of a Health Visitor.**—Where the sanitary inspector takes care of environmental sanitation the health visitor is directly concerned with the health of the individual, a specialist in all that concerns healthy living in both young and old. Part 1 of this strip shows the health visitor in direct touch with the home as an interested friend of the family, always ready to give advice and help solve problems. In some circumstances she may work in conjunction with the sanitary inspector. Part 2 shows her work in the clinics, child welfare centres, mothers' clubs, or in the schools. She is the liaison officer between school and home, a regular visitor to hospital wards and chest clinics, and a messenger to cheer the old and infirm. This is a strip with a homely touch; it is good sometimes to pause in the scurry of life to see a glimpse of how other people work. 45 frames.

**Les Sons du Francais.**—Four strips are used to cover the French vowel sounds—sufficient material in each for one or more lessons. Nouns are used in this series. The pictures are simple line drawings with just a touch of colour. Whether the pupils would have preferred more accurate illustrations is a matter for experiment. However, there is one advantage—the pictures are transparent enough to project in daylight so that after one showing the scholars may write down the names in conjunction with the showing. The illustrations are shown first without caption to enable the class to hear from the teacher the audible translation; then the pictures are repeated with captions for visual spelling of the sounds previously learned. Part 1, 28 frames; Part 2, 30 frames; Part 3, 32 frames; Part 4, 38. A 10-in. record for use in connection with "Les Sons Du Francais" 1-4 is available from the producers.

### COMMON GROUND LIMITED

**CGA 708—Life on a Prairie Farm.**—It does not take long to convince a child how flat is the prairie; in many pictures the same monotonous horizon impresses the fact. So it is here, but the lovely colour photographs portray much that is missing from the usual black and white. Sky no longer matches earth and these pictures are therefore the more attractive. Although the flatness of landscape is evident all through the strip this is well broken up by the many aspects dealt with. There are the seasonal differences—snow, ploughed land, fallow land—and with the harvest ripe one may well say here "A field of wheat is lovely to behold." The need for mechanisation is fully evident and again colour enriches the pictures, for the combine harvesters and tractors bring in the red of which children are so fond. For the 11 plus there is a useful map of the Spring Wheat Region showing factors determining its physical environment. 25 frames.

### EDUCATIONAL PRODUCTIONS LIMITED

**No. 6209—Children's Art.**—Here we have in colour 42 fine examples of children's work selected by A. E. Halliwell from the 300 exhibited at the National Exhibition of Children's Art, 1956. A glance at these interesting examples is sufficient to convince us that the true value of art lies more in what is expressed than in the manner of execution; to have them on the screen to study at our leisure is a real joy. The strip must make an immediate appeal to all teachers interested in art, for one can follow the progressive stages of expression and confidence as the children grow older. There are examples from all age groups, the first 11 frames for children 5-7 and the remainder almost equally divided for children 8-16 years, the concluding example, "Self Portrait," being the £2 Award Winner.

**No. 6201—The Cocoa Farmer in West Africa.**—This strip, produced for the L.C.C. in collaboration with Cadburys



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Ltd., has been well worth waiting for. So many well selected pictures show the cocoa pods growing, being gathered and split and the treatment of the beans that no child can fail to grasp the procedure. The problem of transport is well illustrated too, showing head-loading, lorry transport, carrying to surf-boats, and surf-boat to cargo steamer. Village life is not neglected and there are some excellent photographs of the market and everyday life in the home. All the pictures have a brilliance of colour which well portrays the tropical climate. Just to let us know that most of the cocoa is turned into chocolate, the final frames deal with scenes at Cadburys' factory. 42 frames.

**No. 6214—The Merry Wives of Windsor.**—E. J. Tytler has given us this time, not "Scenes from the Films" but actual photographs from the play as it was presented at the "Old Vic" Theatre on May 31st, 1951. The photographs by John Vickers are brilliant productions, mainly close-ups or half length to portray characters clearly. Colour is superb and eminently suitable for projection. The 25 frames are chosen to depict a shortened version of the play and the script is arranged so that it may be tied to reproduce the play in miniature. For that reason additional copies at 2s. are available for those taking part. Stage directions are also included in the script.

**No. 6225c—A Midsummer Night's Dream.**—As performed by the "Old Vic" Company in the Metropolitan Opera House, New York, on September 27th, 1954. The 32 charming photographs by Houston Rogers are from the original costumes. It is commendable that out of the whole text only one scene is not illustrated. As in the previous strip the script is arranged as a shortened form of the play with stage directions, though considerably more matter has had to be included to make the play run smoothly. Additional copies of the script are available at 2s. Both these strips will be of special value to secondary schools of all types.

**No. 5172.—Papermaking.**—Throughout this interesting strip old-time methods are compared with modern; this is an excellent point for the historical background is as interesting as the process itself. The handling of raw materials and preliminary processes is followed by the section on beating and cleaning. In making the sheet both hand-made and machine-made papers are dealt with and in the latter we trace the progress from the "wet-end" to the "dry-end" of the machine. Drying, finishing and packing complete the strip. 39 frames.

#### GAUMONT BRITISH

**8C435—The Story of Mountains.**—An Encyclopaedia Britannica Filmstrip and an excellent one to add to the two previous issues—The Story of Rivers and The Story of Air. The first frames show the effect of erosion and subsequent frames show how the Grand Canyon has been alternately above and below sea level as evidenced in the various strata. The value of land subsidence in providing New York with an excellent harbour is discussed. The meaning of syncline, antisyndline and geosyncline is very well brought out in the clear diagrams and many frames are used to show normal and thrust faults and the results of overfolding. The film shows the benefits of faulting and folding with regard to mining and oil production. All frames are fully captioned so that no script is needed, but supplementary notes are supplied for the teacher. A fine approach to physical geography in the upper Primary school.

**8429—Central America.**—An Encyclopaedia Britannica Filmstrip. Unlike those in the "Earth and Its Peoples" series this strip has explanatory captions to all the frames. Some caption frames introduce the sections that follow;

others suggest questions or review previous frames. After giving a short historical background, the climate and productions are dealt with. Mining and industry have many frames and the strip concludes with transport. 60 frames.

**8338—Building a Nation (Israel).** 39 frames.

**8339—On Mediterranean Shores (Greece).** 42 frames.

**8340—Farms and Towns of Slovakia.** 48 frames.

Three new titles in the "Earth and its Peoples" series. S338 provides many contrasts between ancient Palestine and modern Israel. It shows how the Jews, to-day, are migrating to this region, bringing knowledge and capital to develop the land; building irrigation systems to improve farming and erecting factories to manufacture tools and machinery, building roads and dredging harbours. The first 12 frames show conditions in the past, the remainder show progress since 1948. S339 outlines the life of Constantine, a Greek, who carries cargoes between the islands and the mainland ports in a sailboat called a "caïque." His home is in a mountain village where the stony dry land makes agriculture very difficult. Many pictures show village life with Constantine as a farmer during the winter months. We also follow his voyage through the Corinth Canal. S340 has a map of the Danube countries and also of the main portion of the river. Most of the clear and interesting pictures deal with agriculture—the remainder deal with village life in the school and the home.

## Television in Schools

### Ministry Conditions for Grant Aid.

Local education authorities have been informed by the Ministry of Education of the conditions on which the Minister will be ready to recognise for grant expenditure on television receivers for maintained schools.

The letter explains that although there is normally no direct control by the Ministry on the purchase of equipment for school use, the experimental nature of television broadcasts to schools makes it necessary in this case to set up an upper limit on expenditure ranking for Exchequer grant.

Expenditure on television receivers will be grant-aided by the Ministry within the following scale:

Population of local education authority	Maximum No. of schools to be equipped
100,00 and below .. ..	1
Over 100,000 and under 200,000 .. ..	2
Over 200,000 and under 300,000 .. ..	3
Over 300,000 and under 400,000 .. ..	4
Over 400,000 and under 500,000 .. ..	5
500,000 and over .. ..	6

Except in very special circumstances, says the letter, the Minister would not be ready at this stage to grant-aid the purchase of receivers for schools above these levels, but he will be ready to consider the matter further when he is able, in consultation with all those concerned, to reach a conclusion as to the educational value of television for the schools.

Assuming that 80 per cent. of the authorities in England and Wales apply the proposed scale it is estimated that about 300 sets will be purchased.

**The joint executive** of the four Secondary Associations (representing head and assistant masters and mistresses) announced on March 9th that it has agreed to accept the Education Minister's plan for teachers' pensions. The four associations have 35,000 members.

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## BOOK NOTES

**Junior Worship**, by Ernest H. Hayes and J. Kenneth Meir (Religious Education Press, 5s.).

Ever since a Morning Assembly was written into the Education Act many heads and responsible teachers have sought guidance and help in conducting the worship of infants, juniors and seniors. A number of books have been published in recent years to provide that help but there is no doubt that a welcome will be given to this new volume. Though it is hardly new for it is in fact the original book on children's worship published under that title in 1922 by Ernest Hayes as an outcome of his experiments in leading the worship of junior children. The book has been a steady seller throughout the years, and has now been thoroughly revised, enlarged and brought up-to-date in collaboration with a younger colleague, Dr. J. Kenneth Meir of the Methodist Youth Department.

It is a comprehensive book, well printed in handy form, for the leader in planning and carrying through the conduct of the junior assembly. The first part of the book deals with the practical planning of the worship for the children in all its phases; then comes a list of a "hundred best" junior hymns, nine Orders of Worship and over a hundred typical junior prayers for all occasions.

The practical contents having been subjected to the test of experience with children of this age group makes it a safe guide and help for those responsible for Morning Assembly.

**Cruel Parents**, by T. C. N. Gibbens and A. Walker. (Institute for the Study and Treatment of Delinquency, 1s. 6d.).

Although it has been recognized in recent years that the vast majority of "cruelty to children" cases are due to neglect and incompetence, it is the comparatively infrequent occurrence of physical violence which is given great publicity and tends to be regarded as representative. It is therefore of interest to study the incidence of this kind of violent cruelty and the characteristics of the people by whom it is committed. Dr. T. C. N. Gibbens, Senior Lecturer in Forensic Psychiatry at the Institute of Psychiatry, undertook to make a clinical examination of all offenders convicted and sent to prison for violent cruelty to children over a period of twelve months. In addition, every effort was made to obtain all available information about the persons concerned—from approved school, hospital or probation case files; from Children's Officers and the N.S.P.C.C.; and through investigations made by a psychiatric social worker, Mrs. A. Walker. This pamphlet gives the results of a very thorough and unique piece of research—the first time such an examination has been made by one person of all those convicted of a certain offence during a certain period of time.

**Christian Worship**, by Horton Davies (Relig. Educ. Press 6s.).

Many believe that the worship of God is the most important and inspiring activity in which man can be engaged, yet how little time and thought is given to preparation for it! Here is a comprehensive yet most fascinating account of worship as it has developed through the centuries, beginning with the Jewish temple, continuing through Christian worship by the Church in both East and West, and carrying on to the place of worship in modern life. The value of the book lies not only in its historical sketch, but in the contribution it makes to the practice of Christian worship today. The primary appeal of the book is to older scholars in day and Sunday schools and young people in discussion groups, and for this reason there are questions added to each chapter, and suggestions for practical work.

This work has already justified its existence in that it was originally published at the end of the war and quickly ran out of print. It appears in many standard book lists on this subject and has been asked for repeatedly, so the R.E.P. have now included this new edition in their Pathfinder Series of Class Readers for the Secondary School, for which it is eminently suited and can be strongly recommended.

**Education Book Guide, 1957** (Councils and Education Press Ltd., 12s. 6d.).

This is the second volume in this series, compiled by the National Book League. It is an annual publication which lists and annotates all books likely to be useful in schools, both for classroom and library use, published during the previous year. The 1956 edition, published in March last year, covered books from January 1st, 1955, to November 30th, 1955. The 1957 volume continues this to November 30th, 1956, the two books together making a guide to more than 4,000 titles. A new feature in the 1957 edition is an Index of Authors. Publishers and their addresses are also listed. This book came into existence as a result of discussions between the National Book League and a number of educationists and representatives of the education authorities. It was felt that some such cumulative, comprehensive guide as this was needed if schools were to be helped to make the best use of the increasing sums becoming available for books in schools. It has proved its worth and is now in use in schools all over the country.

**The Twentieth Century and the Contemporary World**, by Dr. C. E. Strong (University of London Press, 10s. 6d. net.).

This is the fifth and final volume of Dr. Strong's "History of Britain and the World." It deals with the first half of the twentieth century and with the situation of world affairs at the present time. To digest the enormous mass of material available to the contemporary historian has been the author's chief task and he has accomplished it with a surprising degree of success. There is a nice sense of balance, too; so that events of particular interest to the inhabitants of these islands are set in true proportion against world affairs. There are plenty of maps and charts to elucidate the text, the photographs are excellent and there are such additional aids to study as tables of leading events, lists of books for further reading, exercises, and topics for discussion and a thorough index. Many readers, however, will wish to use the book not as a text for study but as a compact account of the background to the world in which we live. At times—particularly in the chapters on the Second World War—the author achieves a terse, vivid style, which keeps the narrative moving. The volume forms a sound and skilful commentary on a momentous period.—C.

**Technological Education in Britain** (H.M.S.O., 2s. 6s.).

The Government, the professional institutions, industry and the universities are now co-operating in a drive to increase the number of technological students by at least half as much again by 1965. The number of graduates in pure science produced in the United Kingdom in 1954 represented 105 per million of population. (For the whole of Western Europe the comparable figure was 48, for the U.S.S.R. 56, and for the U.S.A. 144.) In technology, Britain's figure was 57 graduates per million of population, compared with an average of 136 for the U.S.A., and of 67 for Western Europe (estimates available for the U.S.S.R. are considerably higher). In addition, some 164 per million of the population of Britain obtained qualifications from technical colleges, of which perhaps half are the equivalent of university graduates in technology in the U.S.A.

This pamphlet describes the extensive and varied provision already made for the training of scientists and



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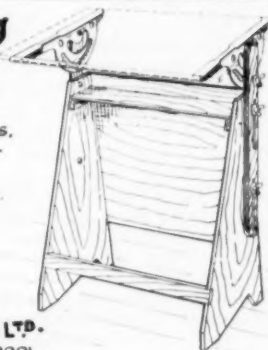
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technologists in Britain. A brief historical outline is followed by a survey of the main types of technological course, the qualifications to which they lead, and the scholarships and other awards available to students. There are chapters on apprenticeship, technical colleges, technology in the universities, and the professional institutions. Notes on some fifteen individual colleges are included by way of illustration.

The final chapter indicates the contribution that Britain is making to technological education and technical development overseas. Some 30,000 overseas students are now receiving specialised training in British universities, technical colleges and industrial firms. In addition to experts provided through international channels, there are many British technologists working overseas in the direct employment of other governments or commercial companies, and by their skill proclaiming the excellence of British engineering and scientific research.

Useful appendices to the pamphlet are a list of the main professional institutions in technology and a bibliography of the most important publications relating to the subject.

**Advanced French Essay Writing**, by J. M. Williams, M.A. (University of London Press, 6s. 6d. net.)

It is extremely difficult—in English as well as in foreign languages—to induce students to write logically ordered, well-planned “meaty” essays. Thinking is hard work and boys and girls will do almost anything rather than think out, select and arrange original material for an essay. This book offers a course of training by example and precept which should do much to help. There is a collection of forty-five essay plans covering a wide range of topics all within the range of sixth formers. Each plan is followed by a list of words related to the subject and some suggestions for alternative subjects. There is a collection of useful idioms for composition and some fully worked out essays and a number of extracts from French authors. Altogether, a competent, useful book to be strongly recommended. It is perhaps not without interest that the book emanates from Bishop Gore School, Swansea (Dylan Thomas’ school) lately rescued by the Ministry from extinction as part of a local authority’s ill-conceived “comprehensive” development scheme.—C.

**French Dramatic Dialogues**, by C. S. Elston, M.A., Ph.D. (University of London Press, 2s. 6d. net.)

If the learning of a foreign language is to have any value as part of the process of education, the learning must be enjoyed. Much routine work there must be, and routine in its place is no bad thing as a part of mental discipline. But there must be enough of a lively, enjoyable content in the lesson scheme to ensure that the pupils look forward to their language periods as a pleasurable experience. Dr. Elston has already made no small contribution in this direction in his earlier class-books. This new collection of dialogues and playlets carries on the good work. The earlier items are simple, suitable for those who are almost beginners; the later ones could be used in the third or even fourth years. The material is realistic, humorous and, what is most important, convincingly Gallic. There are separate vocabularies for each dialogue. The jingling

rhymes make them easily memorable. The low price brings a set within even the most modest requisition budget. One criticism: a few lively line-drawings to illustrate the text is something that pupils are coming to look for in their class-books these days.—C.

## TRADE NOTES

**Mr. Ronald McKinnon Wood, O.B.E.**, has asked to be relieved of his duties as Chairman of Griffin and George Limited, in view of the important public duties he will assume in the near future as Chairman of London County Council, and Mr. H. R. Bettinson, M.C., Vice-Chairman, will act as Chairman of the Board for the time being. Mr. Norman McKinnon Wood has been appointed Vice-Chairman and relinquishes his appointment as Managing Director, which will now be filled by Mr. Norman Trepte.

**Mr. John Jarrett**, who joined the Plastics Method and Design office of E. K. Cole Ltd. three years ago, has been awarded the Hele-Shaw National Certificate Prize and Medal for 1956. This prize is awarded annually by the Institution of Mechanical Engineers to the candidate they consider to have shown outstanding industry and merit in part-time courses leading up to the award by the Institution and the Ministry of Education of both the Ordinary and Higher National Certificate in Mechanical Engineering. Mr. Jarrett was a part-time student at the Southend-on-Sea Municipal College and his marks were consistently high throughout the five years of study.

**The House of Grant Ltd.** with its associate The Grant Educational Co. Ltd. have appointed Mr. David L. Mainwaring Evans as General Editor. Aged forty-nine and, like two of the firm’s author-directors, a B.Sc. in Economics, he brings to his duties a useful blend of experience gained in both editorial and educational fields. In 1935, Mr. Mainwaring Evans was appointed General Editor of a group of textile journals and his first administrative post connected with education came a few years later when he was invited to become the first Education Officer to the International Wool Secretariat where he founded and developed the now renowned information and lecture service to schools and colleges. For years he travelled the length and breadth of the kingdom lecturing to schools, colleges and teachers’ training departments and had the honour of an invitation from Cambridge University to deliver there his one-thousandth lecture.

**Science Teaching and Shakespeare Appreciation** are two of the topics which receive special mention in the 1957 visual aids catalogues now available from Messrs Educational Productions Limited, East Ardsley, Wakefield. The Unesco Source Book for Science Teaching is one of the new publications featured in their Book and Wall chart catalogue, and a series of new filmstrips on the plays of Shakespeare, taken from photographs of actual stage productions, is announced. (See reviews in this issue.)

**The average pupil-teacher ratio** for maintained modern schools increased from 21·7 in 1955 to 22·3 in 1956; during the same period the ratio for maintained and assisted grammar schools remained constant at 18·1.

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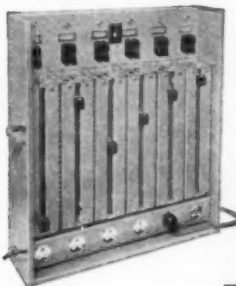
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